



Writing Personal Recount
Deconstruction and Individual Construction: Rhythm

Content Objective	I can write a personal recount poem using rhythm. (W.3.1.b)
Language Objective	I can describe how rhythm adds meaning to a poem. (R.7.1.a, SL.2.1.a)
Vocabulary	<p>rhythm: a regular, repeated pattern of sound</p> <p>line break: the place where lines of a text are split</p> <p>poetic device: a tool poets use</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Rhythm slides ● projector and screen ● <i>Poetry Speaks to Children</i> CD/audio file, Elise Paschen: “Trips,” Nikki Giovanni, track 25 ● equipment for playing a CD/audio file ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Trips,” Nikki Giovanni, page 45 ● writing tools ● children’s writing notebooks and/or different styles of paper ● children’s writing folders ● Personal Recount Observation Tools, from Week 1, Day 4
Opening 1 minute	<p><i>When we first started learning about poetry, we talked about the rhythm, or beat, of poems. This is another poetic device poets use. Today we will take a look at a few poems that use different kinds of rhythm.</i></p> <p><i>We are going to look at two poems today: “Rope Rhyme,” by Eloise Greenfield and “Trips,” by Nikki Giovanni. I will read both poems first, while you listen, and then we will look at each poem more closely.</i></p>

<p>Deconstruction 20 minutes</p> <p>slides 1-2</p>	<p><i>I will read both poems, one after the other. Listen carefully to the rhythms of each.</i></p> <p>Read the poems on slides 1-2 without showing them to the children.</p> <p>Think, Pair, Share. <i>What did you notice about the rhythm of these poems? What was the same? What was different?</i></p> <p><i>Eloise Greenfield uses a regular rhythm for her poem—a beat that we can clap along to, while Nikki Giovanni makes her poem sound more like talking. Let’s look closely at each poem.</i></p>
<p>slide 1</p>	<p><i>I’m going to read “Rope Rhyme,” by Eloise Greenfield, again. While you listen, you might want to close your eyes. Listen carefully and imagine a picture in your mind.</i></p> <p>Read the poem without showing the slide.</p> <p><i>What happened in this poem?</i> Harvest several ideas.</p> <p>Think, Pair, Share. <i>What picture did you have in your mind as you listened to the poem?</i> <i>How did the poem make you feel?</i></p> <p>Show slide 1. <i>This is how the illustrator represented the poem, and how Eloise Greenfield arranged the words on the page.</i></p> <p><i>Her poem has a beat that is easy to clap along to. Let’s clap the first line. How many beats, or syllables, does it have? [8]</i> Clap and count additional lines and discuss the pattern: almost all lines have 8 beats each.</p>
<p>slide 3</p>	<p><i>Where does the rhythm change? [lines 3-4]</i> <i>Why do you think the rhythm changes there? [both lines begin with the word “listen” and are demonstrating the jump rope sound]</i></p> <p><i>Poets make choices about the number of syllables or beats they will include in each line. They also decide when to move to a new line. You’ll notice that the lines in “Rope Rhyme” are not complete sentences. Eloise Greenfield helped create rhythm by deciding where to break up the sentences into lines. We naturally pause between the lines, instead of just at the periods.</i></p>

	<p><i>The rhythm of a poem helps the poet communicate. The rhythm in “Rope Rhyme” really makes me imagine someone jumping rope!</i></p>
<p>track 25 slide 2 page 45</p>	<p><i>This time we’ll listen to Nikki Giovanni read her own poem. While you listen to the poet read, you might want to close your eyes. Listen carefully and imagine a picture in your mind.</i></p> <p>Play track 25.</p> <p><i>What happened in this poem?</i> Harvest several ideas.</p> <p>Think, Pair, Share. <i>What picture did you have in your mind as you listened to the poem?</i> <i>How did the poem make you feel?</i></p> <p>Show slide 2. <i>This is how Nikki Giovanni arranged the words on the page. What do you notice? [most of the poem is lowercase; capital letters are used when the adults talk]</i> <i>Why do you think Nikki Giovanni made those choices?</i></p> <p>Show page 45, and read Nikki Giovanni’s note at the bottom of the page. <i>What more do you understand about her poem?</i></p>
<p>slide 4</p>	<p><i>Nikki Giovanni does not use a regular pattern of beats. Instead, she creates rhythm by deciding when to include line breaks. The pauses in between her lines create rhythm. This makes her poem sound more like talking. This makes sense to me for this poem, because she is writing about her experiences as a little girl. It makes her poem feel like she is sitting here with us, telling us her story.</i></p>
<p>Individual Construction 8 minutes</p>	<p><i>Today you have a chance to try different types of rhythm in your poem. You may choose to use regular beats, like Eloise Greenfield, or to make your poem sound more like talking, like Nikki Giovanni. You can go back to a poem you’ve been working on and revise it, or you can write a new poem.</i></p> <p><i>Think about an experience you would like to tell about in your poem and what type of rhythm you would like to use. Then, before you write, tell your partner your idea.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them. Guide them to tell personal</p>

	recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Guide them to create rhythm in their poems that supports the stories they are communicating.
Closing 1 minute	<i>Today we learned more about rhythm, another poetic device. Next week you will plan and write the poems you will publish!</i>
Standards	<p>R.7.1.b Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Rhythm. After Writing, gather children’s notebooks/folders. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.

Notes